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# The JOURNAL of EDUCATION

*Twice a Month for Better Schools*

ESTABLISHED 1875



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## *Contents for January 6, 1936*


WORLD AT LESSONS 5
The Santa Claus Complex
Reardon Succeeds Smith
Fleeing the Land of Freedom
Speaking of Job Rackets
The Worse the Better Reason
Harvard Looks Forward

RECOVERY'S FRANKENSTEIN 7
Thomas C. Barham, Jr.

ONE UP ON THE POLITICIANS 8
Charles Carroll

FAMOUS AMERICAN IMMIGRANTS 9
Leonard S. Kenworthy

POINTS IN PREVENTIVE PSYCHIATRY 11
Frederick L. Patry

A SCHOOL WHERE CLUBS ARE TRUMPS 13
William H. Dunn

REPRESENTATIVE SCHOOL SYSTEMS—SAN DIEGO 14
Will C. Crawford

PEDAGOGICAL PENNINGS 18
R. L. Hunt

FROM A SCHOOLMAN'S DIARY 19
Francis Read

READER VIEWPOINTS 20

BOOK REVIEWS 22

WINSHIPISMS 22

THE NEWS DIGEST 23

AMONG THE SCHOOLS 28

MEET THESE CONTRIBUTORS 29

GRINS BETWEEN GRINDS 31



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## *The Editors Say...*

A Happy 1936 to you!

The opening of a new volume —our 119th—is marked by certain changes which we hope you will approve.

The cover speaks for itself—not too loudly, we trust. We wanted to introduce a distinctly modern note and at the same time to retain the dignity and restraint suited to a publication of this class. Did we succeed?

The cover was originated and drawn by Herbert Townsend, of Boston, who also designed our previous one.

Slight alterations in page size and margins have been made with a view to your convenience and enjoyment of the magazine.

There has been, likewise, a general re-arrangement of contents, bringing the editorials to the front under a new caption, "World at Lessons." Here will be treated many matters having to do with education and its broadening social horizon.

Thomas C. Barham, Jr., of the social science department of the public schools of Framingham, Mass., has joined our staff of Contributing Editors. Beginning with his article, "Recovery's Frankenstein," in this issue, Mr. Barham will discuss a succession of major topics.

We find more and more teachers of current history turning to The Journal of Education for assistance, and we hope this trend will continue.

San Diego holds the stage this time in our much-talked-of series of "Representative School Systems." Next time—Cleveland.

Our issue of February 17 will be our annual Pre-Convention Number. It will be built around the St. Louis meeting of the Department of Superintendence (February 22-27). Advertisers appreciate the special opportunity afforded them by this issue to greet live-wire educators just when they are most eager for suggestions. Some good positions are still available.

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The JOURNAL of EDUCATION

ANSON W. BELDING, *Editor*

Volume 119 | Boston, January 6, 1936 | Number 1

# World at Lessons

## The Santa Claus Complex

SHORTLY before Christmas a popular strip comic appearing in many newspapers showed Uncle Walt taking little Corkey to visit a department store. His eyes bulging with delight, Corkey was asked what—if given his choice of anything in the store—he would like most to have. Corkey replied: "I'd like a live Santa Claus."

Who would not like to have "a live Santa Claus" to take home with him—there to hand out presents all year 'round from some inexhaustible storehouse?

What Corkey did not understand was that some one has to pay for all the gifts Santa Claus hands out.

Millions of Americans have recently come to regard their government as "a live Santa Claus." It is an almost inevitable tendency of persons on relief or receiving checks for nominal services to look upon the government in that light. And when so many are thus receiving easy money from the government, new applicants are continually crowding forward "to get theirs."

The popularity of race track betting and other forms of gambling attests the wide prevalence of the Santa Claus complex.

Tables full of shiny toys are all around us. People are urged to buy now and pay later. A multitude of Americans, more and more attracted by the bright playthings money or credit will procure for them, are tempted to live beyond their means—thus substituting the discomforts of debt for the discomforts of going without things. And not a few are drawn into crimes of robbery and racketeering.

Until as a people we can put away our notion of depending on "a live Santa Claus" and can get down to real understanding of the laws of addition and subtraction, have real jobs and earned incomes and learn to spend a little less than we earn—we shall not acquire either stability of character or happiness.

## Reardon Succeeds Smith

INFIRMITIES of politics rather than of years or personality caused the removal of Dr. Payson Smith after nineteen years as Massachusetts Commissioner of Education. Dr. Smith leaves a fine record of accomplishment both in this state and in Maine, where he was previously commissioner. Few men in charge of state departments of education have been more highly regarded. Dr. Smith's services to education will doubtless continue through some other channel.

Meanwhile the educators of the Commonwealth and Nation will welcome the newly selected Massachusetts commissioner, James G. Reardon, and will wish him full success in his office and in his contributions to educational thought and action.

• • •

## Fleeing the Land of Freedom

THE unheralded departure of Colonel and Mrs. Charles A. Lindbergh and their little son, Jon, from their New Jersey home to take up residence in England, was a deserved rebuke to the American public. Sympathy for the Lindberghs, thus fleeing the threats of a second kidnapping, is mingled with a sense of national shame, and has aroused indignation against those newspapers and politicians who have continued to capitalize one of the grossest crimes in American history.

Nothing but credit is due the United States Department of Justice for its fine work in solving kidnap cases during the past two years. The disgrace rests elsewhere. And no wonder the Lindberghs have chosen England—where abductions for ransom are unknown—as a place of refuge. Let us hope their absence will be temporary. America is fond of them—and needs them here. Yet a minority of people with perverted imaginations profess to prefer that the convicted kidnapper and slayer of the Lindbergh baby be accorded all the courtesies and protection that maudlin sentiment can invent.

## Speaking of Job Rackets

CHARGES of a job selling racket in the public schools of Boston have startled the citizens and caused the speedy indictment of two men, outside the school organization, accused of having offered to guarantee teaching positions to applicants who paid them money. State and nation are waiting to learn the whole truth about this dishonest enterprise.

May not this incident start a good many School Board members in a good many places throughout the nation on a wholesome train of thinking? Instances of the outright selling of school positions have probably been extremely rare. But instances of yielding to pressure and influence and political expediency in the selection of teachers and other employees have been far too many.

It is hard sometimes to draw the line between what is and what is not legitimate, by way of extraneous considerations in the choice of school employees. *Other things being equal,* no doubt a local teacher—even a friend or relative of a committeeman—may be chosen without detriment to the schools. But the whole burden of proof rests on that phrase—"*Other things being equal.*" It is so easy to salve one's conscience about such matters and to assume that local candidates or particular friends or persons of a certain political or other affiliation are thoroughly well qualified—in these times when jobs are scarce—whether such is really the case or not!

The result of so much politics and so much pressure has begun to manifest itself in more than one locality by a lowering of educational standards.

School board members who would scorn to take money for jobs should stop and ask themselves whether they are not taking the equivalent of money in exchange for the right of the boys and girls to the best available instruction.

• • •

## The Worse the Better Reason

IT WOULD be amusing, were it not so fearsomely portentous, to observe the manner in which a nation that has broken its solemn pledges tries to justify its conduct with false reasoning.

Thus a spokesman of the Japanese foreign office recently stated that: *Treaties do not change, but the world moves.*

The treaty in question was the so-called Nine Power pact, by which in 1922 Japan and eight other powers having interests in the Far East agreed to respect the territorial and administrative integrity of China and to maintain an open door for international trade with that country.

Observance of that treaty would plainly be a barrier to Japan's present ambitions to control North China through an alleged autonomy.

Evidently Japan subscribes to the doctrine that a nation may violate its international pledges whenever these prove an obstacle.

The world may indeed move, as the Japanese spokesman suggests, but it can move only backward under such a concept.

Treaties do not change so rapidly as a nation mad with thirst for political or economic self-aggrandizement wants them to change—nor is there any good reason why they should.

There can be no enduring peace in the world until all nations which sign treaties will make sacrifices to keep them. For treaties usually imply the abandonment of certain desirable things for the sake of obtaining certain other and more desirable things in the common interest.

If treaties are to be broken at will by any one who wants to break them, then is world security itself thinner and more tenuous than a fragment of the thinnest paper.

A day will come when some of these treaty-breaking nations will beg the world to trust them, and the world will not be able to do so.

• • •

## Harvard Looks Forward

HARVARD prepares to celebrate its three-hundredth anniversary, next September, with innovations looking toward the future.

Two recent gifts to America's oldest university will help President James M. Conant to carry out some of his constructive purposes.

The Littauer $2,000,000 will found a school of government administration. Remarkably enough, the head of another great university—President Dodds of Princeton—will have a chairman's part in planning this new institution whose excellent aim will be to equip men and women for careers in the conduct of governmental offices. The need for such equipment, and for selling the idea to the public, can scarcely be denied by any observer of American politics.

Thomas W. Lamont's $500,000 will endow the first of the "roving professorships" which President Conant has been hoping to establish. "Why should each professor be confined between departmental walls?" Dr. Conant has been asking. And he will soon have—if he can find them—professors who cut across those walls and perhaps assist some students to integrate their concepts of science, art, philosophy and life.

It is interesting to see Harvard still pioneering at the beginning of its fourth century.

Anson W. Belding

# Recovery's Frankenstein

By THOMAS C. BARHAM, JR.

STOCK market prices are surging upward; commodity prices have joined the forward movement; freight car loadings are beginning to smear the transportation bookkeeper's red record; the consumption of electricity almost weekly breaks into new all-time high ground; the onward march of industrial production is rapidly inflating the flabby purses of industrial enterprise; and yet, along with each of these reasons for optimistic congratulation stalks the Frankenstein trend in statistics: the re-employment of labor into private industry is shockingly laggard! The unemployed number not one, two or three millions, but eight, nine or ten millions!

To the high school boy (or girl) who is on the threshold of the ambitious period in his career when he will go out into the world with high hopes of enjoying a normal adult life, a life which will ensure to him security against the adversities of fortune, a satisfying plane of living, and an acceptable social environment, these economic maladjustments are ominous—nothing short of ominous. Every boy and girl has a perfect right to ask: From where, with a backlog of even only half a dozen million of unemployed workers, will my opportunity to earn a living come?

To what conditions in our economic structure must we attribute this lag in re-employment? Are we justified in cheerily treating this situation as a temporary maladjustment? Unfortunately, there seems to be no escape from the conclusion that the situation has sprung from deep-seated causes. The steady progress of technological improvements, the steady progress in productive efficiency spell out the story of an increasingly acute unemployment problem. The accumulating evidence of this economic maladjustment was measured long before the pricking of the "New Era" bubble in 1929. The effect of the depression has been to "step up" the rate of progress of these changes.

The increasing use of electricity all too plainly tells the tale. In the period from 1921 to 1934 electric power production mounted 125 per cent. while industrial production improved but 7 per cent. What does this mean? It means that human energy is being displaced by electric energy. Let us consider the railroad industry. In this industry one million workers lost their jobs between 1920 and 1934! In 1929, for instance, the railroads with an 11 per cent. smaller labor force had the ability to take care of 16 per cent. more gross ton-miles of freight than in 1923. These illustrations are drawn from giant industries, the one old, the other new. Endless examples demonstrating the same state of affairs could be given if it were necessary and space permitted.

Obviously, this displacement of human labor is not occurring without reacting harmfully upon industry. The capacity to produce is already much greater than the production to meet current demands. The capacity to consume is also much greater than the current consumption level. After all, the consuming power of this nation is ultimately determined by the purchasing power of the rank and file of our citizens. Low wages —or no wages—will inevitably, inescapably bog the activity of productive enterprise.

Productive enterprise, to-day, is racing forward—to what? The displacement of labor coupled with increasing business has made possible a remarkable comeback in corporate profits. In 1932, $49,000,000 was the profit of 418 industrial corporations; their profit in 1934 was $911,000,000! Does the distribution of these profits to the stockholders offset the smaller returns to the wage earner? It does to the extent that these stockholders use the profits to buy food, shelter, clothing, automobiles, furniture and other consumer goods. But an opposite effect is put in motion when the dividend checks are invested in more factories.

If the profits of industry are used to create more goods at a time when the power to purchase goods already produced has to be artificially pumped up by government credit, we have a dangerous situation to all—not merely to the worker, the banker, the teacher, and the executive, but to the student bound for college fully as well as to the boy who wants to go to work upon finishing high school, or the girl who may in a few years undertake family responsibilities.

In view of what has been said it is not surprising that President Roosevelt recently requested industry to increase payrolls. He is properly alarmed at the fact that while production has reached a point only 10 per cent. below the 1929 level, the number of persons employed is 18 per cent. below the same level, and still worse, the wages are 26 per cent below the 1929 level. Assuredly, then, this problem which so vitally affects every one of us, in school or out, will bear close watching. This Frankenstein trend *must* be chained!

# One Up on the Politicians

## *Rhode Island Educators Wrote Their Own Loyalty Oath 19 Years Ago*

By CHARLES CARROLL

State Department of Education, Providence

TWO letters in the Journal of Education for November 4 express more wholesome attitudes toward the "teacher's oath" than most that have been written. One suggests that teachers should have anticipated public opinion as expressed in legislation by formulating a "teacher's oath" as a professional activity. Had teachers done so, they would be following the example of at least two of the learned professions—medicine and law.

For twenty-five centuries, from the golden age of Greece, in which the foundations for a profession of medicine were laid, doctors have taken oath not to use medicine as poison, and to save life if possible. The oath of the doctor is one of the finest traditions of his profession. No lawyer is admitted to practice his profession until he has taken a solemn oath to support the Constitution, and to deal honestly and justly with his clients. In many jurisdictions admission to the bar is a solemn ceremony, the oath being administered by the justice presiding over a court sitting in banc.

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Rhode Island's experience may be interesting as suggesting the advantage of a "teacher's oath" resting upon a professional rather than a mandatory legal basis. The State Board of Education in 1917 prescribed a "Teacher's Pledge of Loyalty" to be subscribed and sworn to by every applicant for certification as teacher in the public schools. The "pledge of loyalty" included an oath to support the Constitution of the United States, the Constitution of the State of Rhode Island, and the American public school system. It included a promise to become acquainted with the school laws, rules and regulations, and faithfully to carry them out. It incorporated certain elementary principles of ethics to be observed by the profession of education.

•

When it became known that a "pledge of loyalty" had been prescribed for novices in the schools, so many veterans-in-service asked permission to take the pledge, that the State Board of Education made provision for all who wished to take it. Arrangements were made to send distinguished citizens to schools or other places in which teachers might gather conveniently, and the pledge was administered usually following an address in which the principles were explained. The response was exactly one hundred per cent.—no more, no less. The original one hundred per cent. has been maintained; every applicant for certification since 1917 has subscribed and sworn to the pledge. In recent years, the solemn nature of the "pledge of loyalty" has been emphasized as groups of students in the College of Education have taken the pledge.

It is to be noted that the Rhode Island "pledge of loyalty" is professional in the sense that it originated with the profession of education—through the Commissioner of Education and the State Board of Education. The professional aspect was emphasized in the unanimous action of teachers. The professional spirit has been maintained. As Rhode Island was the first state to establish a single state system of certification, Rhode Island was the first state to prescribe a "pledge of loyalty" and the first state to put it into universal practice. On three occasions when patriotic organizations of citizens were demanding a "teacher's oath," and had succeeded in having legislative bills introduced, the State Department of Education was able to defeat the bills by citing the "pledge of loyalty" in use. Again, the Rhode Island Institute of Instruction by resolutions has condemned a "teacher's oath" prescribed by statute, while expressing hearty commendation for the strictly professional "pledge of loyalty." The text of the Rhode Island "Teacher's Pledge of Loyalty" follows:—

### *The Rhode Island Pledge*

"I, as a teacher and citizen, pledge allegiance to the United States of America, to the State of Rhode Island and to the American public school system.

"I solemnly pledge to support the constitution and laws of Nation and State, to acquaint myself with the laws of the State relating to public education, and also the regulations and instructions of my official superiors, and faithfully to carry them out.

"I further promise to protect the school rights of my pupils, to conserve the democracy of school citizenship, to honor public education as a principle of free government, to respect the profession of education as public service, and to observe its

ethical principles and rules of professional conduct.

"I pledge myself to neglect no opportunity to teach the children committed to my care loyalty to Nation and State, honor to the Flag, obedience to law and government, respect for public servants entrusted for the time being with the functions of government, faith in government by the people, fealty to the civic principles of freedom, equal rights and human brotherhood, and the duty of every citizen to render service for the common welfare.

"I shall endeavor to exemplify in my own life and conduct in and out of school the social virtues of fairness, kindliness and service as ideals of good citizenship.

"I affirm, in recognition of my official obligation, that, though as a citizen I have the right of personal opinion, as a teacher of the public's children I have no right, either in school hours or in the presence of my pupils out of school hours, to express opinions that conflict with honor to country, loyalty to American ideals, and obedience to and respect for the laws of Nation and State.

"In all this I pledge my sacred honor and subscribe to a solemn oath that I will faithfully perform to the best of my ability all the duties of the office of teacher in the public schools."

---

# Famous American Immigrants

By LEONARD S. KENWORTHY
Friends' Select School
Philadelphia

THE history of the United States has been the story of great tidal waves of Immigration, rolling onto the eastern seaboard, surging over the Appalachians into the Mississippi Valley, and overflowing into the western regions until the waves of the Atlantic migrations joined those of the Pacific migrations.

This is real drama, comparable in color, force and intensity to the migrations of the Goths, Huns, Saracens, Turks, and Tartars. To make it vivid and colorful to students is a real opportunity for teachers of American history and sociology.

Andre Siegfried has suggested in his book *America Comes of Age* that perhaps the best way to dramatize the social evolution wrought by immigration would be to write a novel entitled the History of a House, locating it in New York or Philadelphia, and letting it tell the story of the families it had sheltered, their foreign languages, strange customs, family ceremonies, and the intimate dramas involved in their transplanting from the Old World. He suggests that such a project would be a fantastic procession, with the Irish in the 1840's; the Germans in the '50's; the Italians in the '80's; the Austrians, Russians, Poles, and Syrians in the 1900's; and the negroes in the 1920's. Such a plan could be carried out profitably in almost any town in the country on a somewhat smaller scale.

Still another way to interest and impress students with these immigration movements is to study the racial and national composition of the class itself, branching out into a survey of the local community conducted by the students themselves. In the case of a limited amount of time, resources or initiative the local census figures may be used to advantage.

In this way students may be led to realize that they, like Sinclair Lewis' typical pure bred Anglo-Saxon American, Martin Arrowsmith, are a union of German, French, Scotch, Irish, perhaps a little Spanish, conceivably a little of the strains lumped together as Jewish and a great deal of English, which is in itself a combination of Primitive Britain, Celt, Phoenician, Roman, German, Dane and Swede.

Either of these methods may be supplemented to advantage by the actual presentation of programs in which national costumes are worn, national customs are depicted, national music sung and played, and national dances performed.

But each of these projects might easily fail to show the diversity of nationalities represented in the United States or the contributions of outstanding individuals and groups to our national life. For that reason, another plan suggests itself, namely, the study of famous American immigrants and their contributions to America. These can be studied by the nations they represent or if one does not wish to draw comparisons between countries, they may be taken up by the fields in which they have engaged.

•

Beginning with the days of Alexander Hamilton and Albert Gallatin, and continuing down to the time of Walter Damrosch

and Felix Frankfurter, the list of outstanding "Americans by adoption" is imposing both in character and numbers.

The study might well begin with the Revolutionary War period, where it has been shown that "eight of the men most prominent in the history of New York represented eight non-English nationalities: Schuyler, of Dutch descent; Herkimer, whose parents were pure-blooded Germans from the Rhine Palatinate; John Jay, of French stock; Livingston, Scotch; Clinton, Irish; Morris, Welsh; Baron Steuben, Prussian, and Hoffman, Swedish." Likewise, it is interesting as well as important to realize that of the "fifty-six signers of the Declaration of Independence, eighteen were of non-English stock, and of these, eight were born outside the colonies."[1]

From then on, the part played by famous American immigrants has been great. One wonders what the financial history of the nation would have been without the early sagacious guidance of the native of the West Indies, Alexander Hamilton, and the Swiss-born Albert Gallatin, or how long civil service reform might have been postponed but for the persistence of the German immigrant, Carl Schurz. So enthusiastic was one historian over the talents of the Canadian-American, Franklin K. Lane, that he wrote that "he might well have been the Democratic nominee for the Presidency in 1920 had not his Canadian birth disqualified him."[2] Two other prominent cabinet officers in recent administrations have been adopted Americans, William B. Wilson, the native of Scotland, who served as Secretary of Labor under Wilson; and the Irish iron puddler, James J. Davis, who held the same post under Hoover. Furthermore, Morris Hillquit, the intellectual godfather of American socialism, was an immigrant of Russian birth.

The field of journalism has attracted a large number of famous immigrants, including such men as Jacob Riis, Franklin Lane and Carl Schurz, who used this profession as an entering wedge to other work. Conspicuous among those who have devoted their lives to this profession are the Dutch pioneer in women's publications, Edward Bok; the Hungarian editor of the New York World and founder of the Columbia school of journalism, Joseph Pulitzer; the Irish founder of syndicates, Samuel Sidney McClure; the Scotch editor of the New York Herald, James Gordon Bennett; and the German inventor of the linotype, Ottmar Mergenthaler.

•

In music an imposing list of immigrants can be assembled, ranging from the German-American Theodore Thomas, director of musical festivals and operas; to the English-American, Percy Aldridge Grainger, composer; and from the Swedish-American Emil Seashore, college educator and music appreciation leader; through the Russian-American violinists, Heifetz and Zimbalist; to the German-American Walter Damrosch, popular radio conductor and educator.

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In another branch of the fine arts, sculpturing, Augustine St. Gaudens, an Irish immigrant, and Karl Bitter, an Austrian by birth, are particularly outstanding.

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The contribution of foreign-born citizens to the field of natural history centres around the Swiss paleontologist and ichthyologist, Louis Agassiz; the Scotch botanist, John Muir; the Danish plant explorer, Niels Ebbeson Hansen; and the ornithologist, John James Audubon, who was born in America, but whose father was a sailor in the French imperial navy and whose mother was of Spanish descent.

•

In the realm of science, Alexander Graham Bell, the English-American inventor of the telephone, and Emile Berliner, the German-American who improved this means of communication, should be ranked alongside of Michael Pupin, the Serbian-American electrician; Nikola Tesla, the Austrian-American electrical wizard; and Charles Steinmetz, the German-American inventor and scientist. Nor should a list of this kind omit John Ericsson, the Swedish-American inventor of the Monitor; John Philip Holland, the Irish-American who improved upon the efforts of Bushnell and Fulton in making submarines; and George Washington Goethals, whose parents were Dutch immigrants, who named their first child born in this country after the father of their newly adopted nation.

In business, the French-American merchant, mariner and philanthropist, Stephen Girard; the famous Irish-American merchant, A. T. Stewart; the noted Scotch-American steel magnate and philanthropist, Andrew Carnegie; and the Canadian-American railroad empire builder, James J. Hill.

Labor, meanwhile, is represented by Samuel Gompers, the English-American son of Dutch-Jewish parents; and by James J. Davis.

Contributors to the humanities have included scores of men and women, including Nathan Straus, of German birth, who is often referred to as the savior of babies; Anna Shaw, of English birth, who was a leader in the woman's suffrage

1. Schlessinger, A. M. "New Viewpoints in American History."
2. Muzzey, D. S. "History of the American People."

movement; Jacob Riis, the Dane, who was a pioneer in exposing tenement house conditions; Michael Anagnos, the Greek, who was head of the Perkins Institution for the Blind for many years; Edward Steiner, the Hungarian, who contributed so much through his work in sociology; Hidejo Noguchi, the Japanese, who will be remembered as a real martyr to scientific discovery; and Rabbi Stephen Wise, the Austrian, liberal leader of American Jews.

In addition to the names already mentioned in other categories, the names of the Polish linguist, Michael Heilprin, and the Italian schoolmaster, Angelo Patri, should be mentioned as naturalized Americans who have added greatly to American scholarship.

Fortunately, the material for such a study of Famous American Immigrants is extensive and interesting, as the bibliography on Foreign Born Citizens, compiled by the Carnegie Library in Pittsburgh, and the Brief Reading List on Immigration, published by the Woman's Press in New York City, both testify.

One rich field in this study is the field of novels dealing with immigrants. Among the more interesting of these are Willa Cather's *O Pioneers* and *My Antonia,* which portray the life of Bohemian and Swedish immigrants in Nebraska; and O. E. Roelvaag's *Giants in the Earth, Peter Victorious* and *Their Father's God,* stories of three generations of Norwegians in the Middle West.

Autobiography gives students another interesting approach to this subject through introduction to such works as Mary Antin's *Promised Land,* the story of a Russian immigrant; Michael Pupin's *From Immigrant to Inventor,* the life of a Serbian; Pascal D'Angelo's *A Son of Italy,* the autobiography of the "pick and shovel poet"; Edward Bok's *Autobiography of a Dutch Boy Fifty Years After;* and John Muir's *The Story of My Boyhood and Youth.*

Three collections of short biographies are especially recommended for use with students: Annie E. S. Beard's *Our Foreign-Born Citizens;* Joseph Husband's *Americans by Adoption;* and Mary Hazleton Wade's *Pilgrims of Today.*

There are scores of biographies to round out any study of immigrants, including the interesting account of Pulitzer by Walter A. Ireland, the life of Girard by McMaster, and Church's life of Ericsson.

# Points in Preventive Psychiatry

By FREDERICK L. PATRY, M. D.
State Department of Education, Albany, New York

EIGHT centuries ago a wise man spoke thus: "Anticipate charity by preventing poverty." Like Maimonides (born in Cordova, Spain, March 30, 1135) of old, speaking in the language of a present-day social philosopher, mental hygiene or preventive psychiatry aims to anticipate a healthy, happy, efficient and socialized personality by preventing the causes of emotional and social maladjustments. Indeed our aim is not only to prevent behavior and personality difficulties but to capitalize each person's constructive potentialities and to fan into being positive latent capabilities waiting to be activated.

In order that teachers and school administrators may be made more *child conscious* and less curriculum-minded, except in so far as it actually contributes to serving pupil needs in the here and now, the following guide-posts are erected. It is hoped that these may effectively sensitize teachers in particular, but also others who make themselves partly responsible for personality development in the direction of social maturity.

1. Behavior is an expression of the child in his efforts to gain satisfaction or pleasure, to fulfill some wish, longing, desire, need, ambition, or to square himself with respect to some conscious or unconscious impulse, complex, or conflict. Misbehavior and personality deviations are merely symptoms to be interpreted.

2. Ways of reacting to specific situations are largely determined by past experiences woven into the personality in the form of habit patterns of attitude, overt performance, and choice and decision. To understand each child we must have a knowledge of his life history in terms of telling experiences and how he reacted to them.

3. Although the home sets the initial pattern of pupil habit by virtue of the example of parents and siblings (brothers and sisters), the school is virtually an extension of the family prototypes in the form of teachers (parent substitutes) and other children. These two institutions should become harmoniously unified in order to gain a sympathetic and intelligent understanding of pertinent

problems of pupil welfare and to utilize a common ground of attack. Children are alert to play parent off against teacher, and vice-versa, with the unhappy result of behavior difficulties, animosities, and the undoing of each other's efforts in reconstruction.

4. Since the child is attempting to adjust to the teacher as a personality to be pleased and emulated, it is highly important that she set a wholesome pattern of example to be absorbed and reflected. Ability to be objective and yet see the child as a bundle of urges seeking satisfaction by feeling with him, by putting yourself in his shoes, is essential and should be developed to the full.

5. Remember that the submissive, withdrawing and behavioristically "good" child is usually a more serious problem from the mental health standpoint than the aggressive and disturbing child. Retreating from reality in the form of excessive day dreaming and fantasy formation, rather than gaining satisfaction in the work and opportunities at hand, need interpretation and active treatment. The chief question is: Why does the child take this form of adjusting to the demands made upon him?

6. Avoid unwholesome comparisons of one child with another, and also one sex with the other. Much harm may come from holding up one child as an example to the other children. Undesirable inferiority or superiority feelings may thus be engendered. Comparisons are best made in terms of the child's own progress, beating his own score rather than some one else's.

7. Utilize positive motivations, such as praise, recognition, approval and reward. Avoid using ridicule, threat, humiliation, bribing and scolding. Sugar will get us further than vinegar.

8. Searching for the causes of misbehavior and eliminating them is much superior to punishment or merely squelching undesirable conduct. Behavior is symptomatic of underlying causes. Perhaps his behavior is a fumbling way of gaining importance in the eyes of his teacher and fellow pupils. Just as soon as conditions are such that he can achieve reasonable satisfaction and success in socially approved ways, by gaining a better understanding of his capacities, needs and aptitudes, and shaping our methods accordingly, his perverse manner of bolstering up his ego will drop out of the picture. Successful pupils are rarely disturbers of the peace.

9. Cultivate systematic methods of tackling problems of personality and behavior difficulties. After putting your own house in optimal order and maintaining it on this level, make a practice of carrying on a more or less intensive "case study a month" project of some pupil you would like to understand better, who may not be measuring up to his innate capacities and opportunities, or who may be emotionally, socially or academically maladjusted. Remember that it is more important to gain an *emotional understanding* of the problem than it is to comprehend it intellectually. The vast majority of maladjustments and faulty habits are not due to a lack of knowledge, but to inadequate or perverted feeling attitudes. No fundamental progress can be made until we are able to lead the individual to emotionally realize his problem and to resolve his conflict on this level.

10. Good work and play attitudes and performance should stem from the motivation of these activities for their own inherent joy, "the fun of the thing," rather than from the spur of competition which places the main emphasis on winning the game or beating the other fellow.

11. Keep in the focus of your concern a dynamic interest in finding better ways and means of understanding, serving and satisfying individual pupil needs. This desideratum is all too often clouded by preconceived notions of "cardinal objectives," goals, purposes, ideals and emotionally committing oneself to the preservation of some institution or concept of "best" which may have outlived its usefulness in this new era where conditions and forces have to be frankly and scientifically faced with new points of view and more effective instrumentalities. There must be encouraged critical experimentation which puts to a controlled test new methodology to be evaluated and reconditioned in the light of results as they have significant meaning in relation to human needs. Such a perspective should go far to dilute a Jehovah complex which is often found closely knit with an itch to indoctrinate.

12. If simple methods of understanding and handling behavior and personality difficulties fail, do not blame the child. The teacher and the school are "on trial," not the pupil. He wants to succeed and show off to advantage. Just as the physician is "on trial" when he is faced with a sick patient, and bends every effort to diagnose the causes and remove them, even if he has to call in a specialist, so the teacher must realize the spirit as well as the letter of her responsibilities, her limitations and know when to call in more expert help to assist her. Fortunately psychiatric help is becoming more and more available to our schools and colleges. Consultation with such a specialist is being regarded as a mark of distinction.

# A School Where Clubs Are Trumps

By WILLIAM H. DUNN
Principal, Shumway Junior High School
Vancouver, Washington

RECENTLY the writer has been informed of a number of schools which have abandoned clubs as a part of their activity program. In one city with over one hundred thousand population four junior high schools abolished clubs "because they didn't work." In most of these cases it is stated that pupils were not interested, disciplinary problems developed, and teachers found their club sponsorships burdensome.

In the Shumway Junior High School a club program providing twenty-two clubs has been in progress for six years. It has been very successful. Teachers enjoy their clubs as has been proved by the fact that they requested more club periods per week. Pupils like their clubs. Pupil attitude toward clubs is revealed by the fact that, although club membership is not compulsory, out of a school population of seven hundred only twenty-three pupils chose the study room which is provided for those who do not wish to join a club.

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What is the explanation of this diverse experience with school clubs? To use the slogan of a national advertiser, "There's a reason." It is neither possible nor proper for the writer to attempt an explanation of why clubs fail in other schools. There is, however, a very definite theory as to why the club program in this particular school is successful. Following are some of the principles governing the administration of the club program in this school, principles which, it is believed, have contributed to its success:—

1. Clubs must provide for individual activity for every member.
2. These individual activities must involve motor activity.
3. Materials for use during club period must be kept in the room in which the club meets.
4. Clubs which are unsuccessful should be discontinued immediately.
5. Club periods should not exceed forty minutes in length.
6. Club membership should be voluntary.
7. Pupils should receive guidance in the choice of a club.
8. Provision should be made for transfer of pupils who become dissatisfied with their clubs.

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One of the most common causes of the failure of school clubs to function successfully is the erroneous notion that they should be discussion clubs. Anyone who has tried it knows how difficult it is to keep a large group of boys and girls interested in group discussion. The teacher must spend a great deal of time in planning for such a club, to say nothing of the drain on her energy in attempting to maintain interest during the meeting. The bright pupils dominate the discussion, and the less interested members engage in side play which finally degenerates into a real problem of discipline. Is it any wonder that the teacher gives up in despair? All of this is to say that one of the first principles determining the type of club to be offered is that it should provide for individual activities. This does not mean that there will be any lack of opportunities for group action. The organization of the club, business meetings, parties, exhibits, and many other activities afford an abundance of group activity, but the regular sessions should be characterized by individual projects.

Not only should a junior high school club program provide for individual activities, but the activities thus provided should be motor in character. Adolescent boys and girls are "motor minded" and never so happy as when they are doing something with their hands. Imagine, if you will, groups of junior high school boys and girls in which each child is engaged in some form of motor activity which appeals to him. Better still—let us make a tour of the rooms while the clubs are in session. The first is the Cartoon Club, and as we enter every pupil is bent over his individual project, so absorbed in creative effort that he hardly notices our entrance. There is no disciplinary problem here, no teacher straining every nerve to interest pupils. The next is the Soap Modeling Club, and again we find every child working on an individual project. Here is a boy carving an elephant out of white soap; that boy over there is making a cat and three kittens; the little girl at the front is designing a plaque for her home room. Both hands and eyes are employed, so there is little opportunity for misconduct. Next is the Book Lovers Club, and again we find a spirit of purposeful activity. The majority of the boys and girls are reading, but some are mak-

(Continued on Page 30)

*REPRESENTATIVE SCHOOL SYSTEMS*

# San Diego

By WILL C. CRAWFORD

Superintendent of Schools, San Diego, California

FAVORED by climate and residential advantages, and located in comparative proximity to numerous institutions of higher learning, San Diego schools have enjoyed a wide choice in the selection of professional staff. Stimulated by contacts with national leaders in education, including William John Cooper, Willard Givens, and Walter Hepner, who served in turn as superintendents, the thinking and attitudes of the teaching staff have developed in sympathy with progressive and forward looking educational practice.

*Democratic Organization*

The rich opportunity for co-operative planning thus provided has been capitalized through the gradual development of a democratic form of administrative organization which emphasizes the use of council and committee groups in evaluating existing practice and in planning for future developments. In addition to the usual administrative councils of principals, supervisors, and executive staff members, two important adjustment or interpretive councils have been developed in co-operation with the teaching staff. An Educational Council representing teachers, principals, and supervisors with membership independently chosen by these respective groups, functions as a clearing house for criticism and suggestions which may originate in staff or community, and initiates or interprets proposals affecting present policies and future plans. A Classroom Teachers' Council with membership restricted to this group still further encourages freedom of expression and ensures direct avenues of communication between teacher and superintendent.

*Co-operative Curriculum Revision*

In the all-important field of curriculum development a co-operative plan of evaluation and improvement has been carried on for several years by means of continuing or special staff councils made up of teachers, principals and supervisors in both elementary and secondary fields. Under this plan curriculum revision and improvement proceeds continuously and in cycles, the rates of progress being determined by the respective councils and in response to specific needs. The past two years mark the completion of one of these cycles, and the beginning of a new one. The cycle now closing extends over a period of several years, and reflects the various characteristic phases of the curriculum revision process.

Beginning in 1927, local courses of study in both elementary and secondary fields were completely re-organized by course of study committees which involved more than 500 teachers, principals and supervisors. This activity extending over a period of two years resulted in the publication of twenty-four course of study bulletins covering all departments of the school system. The process of installation, interpretation, and adaptation of the new courses through faculty meetings, supervisory interpretation, and classroom use, followed as the second phase of the cycle. In the third phase, advisory curriculum councils were established which served as clearing-house and co-ordinating groups, proposed improvements, developed supplementary materials and bulletins, and considered emergency needs for further revision. The fourth phase brought forth detailed evaluation, criticism and suggestion from the entire teaching staff by means of check lists and questionnaires, the results of which were summarized and submitted to the various curriculum councils for action.

In the fifth and final stage definite steps have been taken in preparation for extensive revision of both curricular philosophy and practice. Particularly in the elementary field, where the newer philosophy of pupil "activity," "experience," and "integration" finds the most ready acceptance, the process of critical analysis of existing practice and the exploration of new possibilities have received special emphasis during the past two years. Study groups for teachers have been organized in various buildings for consideration of problems peculiar to them. Teachers of the same grade from different buildings have been brought together by supervisors to observe and discuss newer procedures. Study and observation groups have been provided for principals,

supplemented with bibliographies and bulletins of suggestions prepared by supervisors.

As a result of these survey and evaluation activities, attention has gradually focussed upon the social studies as a core curriculum, and plans for their fundamental revision are now well under way. The tentative selection of teaching units and the experimental organization of suitable instructional material have been completed, and actual classroom try-out of material is in process. The entire staff of the elementary schools has participated in this activity through committees charged with the selection and preparation of units having direct social value and vitality of pupil experience.

A supplementary curriculum project set up under the Federal Emergency Program has contributed a large amount of valuable illustrative and descriptive materials. Services of more than a hundred local people have been utilized in this project, including artists, sculptors, wood carvers, photographers, authors, writers, draftsmen, research workers, and clerical helpers. Through their efforts a wide variety of materials, drawn primarily from activities and resources of the local environment, and which were hereofore unavailable, have been prepared for classroom use in the form of pictures, dioramas, paintings, sculpture, models, maps, and other illustrative materials. The stories, bulletins and illustrated accounts of local industries and products which have been developed through this project by the artists, writers, and research workers include exceptionally valuable contributions to curriculum enrichment which are finding application in various school departments.

In the secondary field a similar process is being carried forward, but at a more gradual

WILL C. CRAWFORD

rate. Experimentation on the part of individual teachers and buildings is encouraged and special aims and trends committees have been developed for the evaluation of new educational tendencies and the formulation of future plans.

*Educating Through the Eye*

An important aspect of the newer instructional program is represented by the increasing use of visual instructional materials. Motion pictures, still films, flat pictures, and exhibits of many types are collected by a Visual Education Department and are circulated daily by special delivery service. Projection equipment in all larger schools with circulating equipment for smaller schools, bring these visual aids within the reach of all teachers. Special teacher committees have assisted in the selection and evaluation of these visual materials, which are now being re-organized and reclassified for use in connection with the new instructional units of the course of study. Classes for teachers in motion picture appreciation, in operation of projection equipment, and in photography, supplement the work of this department and contribute to the efficient use of materials.

Definite procedures have been devised for the securing and production of visual aids. Course of study committees submit lists of subjects or units needing illustrative materials. Subjects in greatest demand are photographed either from life or from copies and the resulting picture, slide, or film is mounted, labeled and catalogued by the research division of the department and made ready for distribution.

An important function of the department is the previewing and evaluation of current visual aids put out by commercial agencies, as well as the standardization and maintenance of efficient projection equipment in the schools.

*Guidance and Adjustment*

Pupil adjustment and guidance has occupied an important place in the thinking and planning of the profesional staff of the San Diego schools over a period of years. A system of individual cumulative record cards reflecting scholastic and character development, results of achievement and intelligence tests, social backgrounds and health conditions, has been gradually developed through experiment and study by staff committees and councils. A record card is set up for each pupil early in his school career and accompanies him in his progress through the elementary school. Personnel folders are opened for each student upon enrollment in junior high, which supplement these earlier records with additional guidance information for the use of teachers and counselors in the secondary schools.

Pupil guidance and adjustment activities in the secondary school are administered through a system of deans, vice-principals and grade counselors in each building, while in the elementary schools this function is carried on by teachers and principals supplemented by the

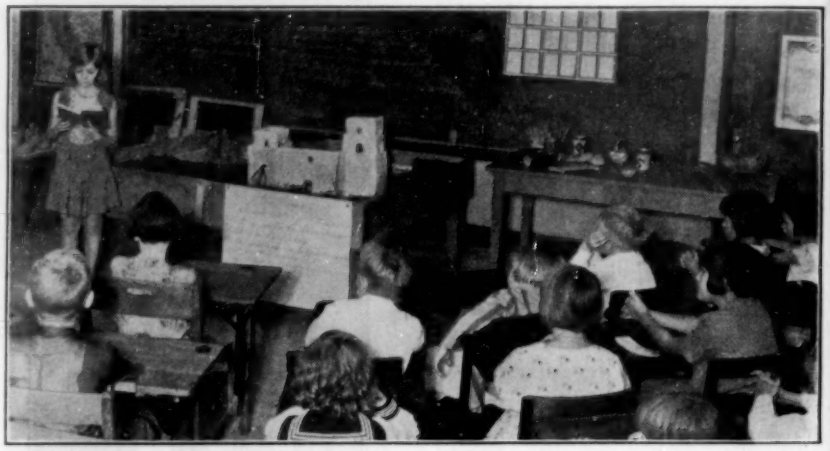
services of the visiting teachers and nurses.

Responsibility for evaluation and for suggestions for the improvement of guidance procedures rests upon a Co-ordination and Guidance Council composed of eighteen members representing administrators, counselors, elementary and secondary teachers, and special service departments. As an outgrowth of their study and suggestions, a Bureau of Child Reference and Counsel has been developed as a centralized organization for co-ordinating and promoting child adjustment services and procedures both in school and community.

The personnel of the Bureau includes visiting teachers, attendance workers, census staff, home tutors and teachers of special classes. Through discovery of early symptoms of mal-adjustment, through case work with individuals, and through counsel and advice with teachers, parents, and social agencies, the Bureau seeks to prevent the development of serious mal-adjustment and to develop programs of rehabilitation where delinquency has occurred.

The cordial and closely co-ordinated relationships which have been established between Bureau workers, County Probation Office, City Health Department, Community Chest and the many social agencies of the community are an outgrowth of co-operative efforts extending over a period of years, and represent an accomplishment which is equaled in a small minority of cities.

The Bureau serves as a clearing-house for questions regarding child problems and co-operates with social and community agencies in social planning. In the diagnosis and treatment of mal-adjusted children who have been referred by schools, parents, or community, the Bureau staff continually emphasizes the need of early detection of symptoms which may lead to serious unadjustment.



STUDYING AND MODELING THE SANTA BARBARA MISSION

Each of the visiting teachers, trained in social psychiatry and with classroom experience, works intensively in three selected elementary schools and assumes responsibilty for emergency calls from a larger district.

The attendance workers administer the compulsory attendance laws of the state by interpreting the school program and opportunities to community, parents and children.

Home tutors from the Bureau teach physically handicapped children in their homes, hospitals or the orthopedic school with the emphasis being placed on long-time and functional educational plans rather than on academic progress.

Teachers of speech correction in the elementary schools place emphasis upon work with teachers in the early grades where speech is a natural part of the child's program, with corrective work given in later grades or with children having serious speech difficulties.

Staff members of the Bureau advise with teachers, principals, deans and counselors, as well as with parents, in the adjustment of individual children and in working out plans for co-operation between school and civic and social agencies in the prevention of delinquencies and misfits in life.

*Health is Stressed*

Physical welfare and health development receive an emphasis co-ordinate with the social and intellectual phases in the program of the San Diego schools. A well developed health department with medical, dental, and nursing staff is provided, which is charged with responsibility for health protection, health education, and health development, throughout the school system.

In addition to the usual health inspection service, special attention is being given by the department to a program of health instruction. Health knowledge and health habits on the part of children are encouraged by nurses and staff members through classroom talks, personal conferences, school assemblies and special classes in home nursing and first aid. Motion pictures, posters, and health instruction materials are made available by the department to teachers, parent-teacher groups, community agencies, and to student clubs and organizations both in school and out.

Through a system of physical and medical examinations applied at the first, fourth, seventh and tenth grade levels, develop-

mental difficulties are located early in life and a health history for each pupil is carried forward to accompany his scholarship record. Special examinations supplement the routine examinations in accordance with individual need, and the correction or treatment of difficulties is encouraged through a system of reporting and conference with parents. Health supervision and guidance of pupils needing special attention is carried out by nurses through personal conferences and private discussion, or wherever opportunity is offered for informal health instruction and promotion of a health consciousness.

Great emphasis is placed upon home contacts. Local experience has shown that illness of pupil or family is the cause of 75 per cent. of all absence in the elementary school, hence nurses call upon all second-day absentees and become the first contact between school and home in all cases of absence. Cases are referred by the nurse to attendance workers or visiting teachers only when complicating factors are involved. As a result of the constant visiting in homes for attendance or advisory purposes, the nurse has become a familiar, and in most cases, a welcome visitor in every district and has paved the way for a co-operative and constructive health program.

The prevention and lessening of child-malnutrition conditions growing out of the depression has been an important phase of the department's activities and has resulted in numerous home contacts which have led to helpful discussion with parents regarding simple nutritious diets, mental hygiene difficulties, or physical defects which deplete children's vitality. Through co-operative contact with family welfare agencies, nurses have been able to secure adjustment of the diets of children under agency care, and have provided many malnourished children with milk, orange juice or lunches at school.

Through co-operative relationships established with the Board of Health, the medical profession and the F. T. A., effective immunization and vaccination programs have been carried out yearly on a free or part-pay basis, traveling dental clinics have been established from time to time, and wide variety of free medical and optical clinics have been developed which have contributed to the normal development of innumerable children during the past few years.

Each succeeding year is presenting evidence of a greater amount of correlation between the subject of health and the various school activities. Teachers and parents alike more fully realize that attendance, quality of work, and attitude toward work or play are affected by general health conditions to an important degree.

*Adults Get Attention*

Adult education represents an important activity in the program of the San Diego City schools, reaching more than 10 per cent. of the total enrollment. As first set up this program was merely an evening school for adults to which they could come for the same courses or subjects provided for boys and girls in the regular school. Courses of study, with the same textbooks, the same assignments, and the same teachers as in the day schools were provided for the adult classes with varying success.

In contrast, we now find groups of individuals in the community being organized under committee action to work out short unit courses in keeping with their own vocational or cultural interests and problems. A competent instructor with practical knowledge and skill is selected. He becomes a group leader assisting in the use of libraries, trade journals and sources of information. Useful material is mimeographed, speakers with special information are brought in, demonstrations from commercial firms are used and visits to jobs take place.

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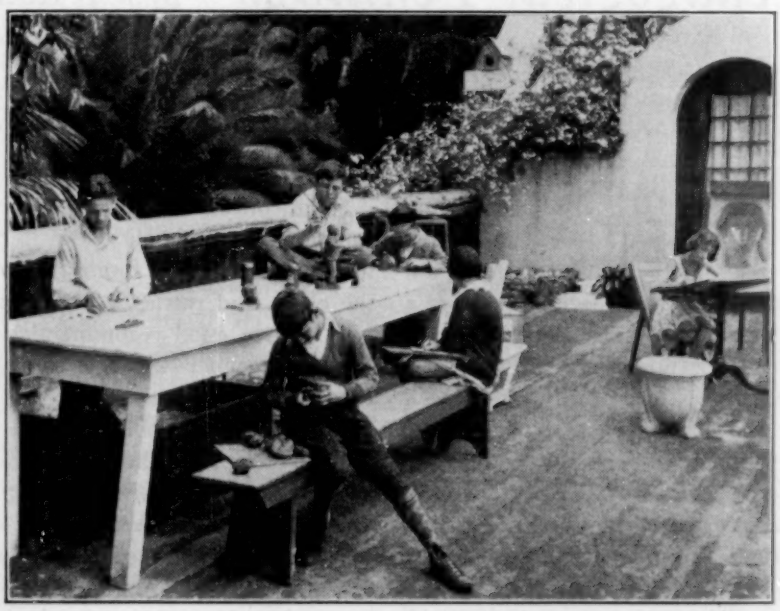
In academic fields a similar trend is appearing. English is taught not as an academic sub-



SCULPTURING IN BALBOA PARK

ject but as a practical tool for a group of telephone girls, for a class of store employees, or for a group of foreign-born mothers struggling to make application of a new language. Civics is no longer a school "study" but represents an opportunity where earnest citizens may discuss civic, economic and social problems of the day, or becomes the means of building a picture of our government in action, for a group of aliens seeking naturalization. Thus a new emphasis is appearing in the program of adult education in the San Diego schools which supplements and extends the older academic opportunities and which endeavors to bring adult education into direct contact with the life interests and problems of men and women of the community.

Probably the largest field of interest in the local adult education program is represented by the home-making and parental education courses which are being carried on in seventeen centres in the city. This program embraces not only the fundamental classes in sewing and cooking, but includes, also, study projects in home art, crafts, economy menus, table-setting, sewing, clothing selection and purchasing, child psychology and parent education. Four nursery schools conducted in co-operation with the Federal emergency program offer valuable opportunity for wise guidance and training of both child and parent under the leadership of specialists trained for this work.

Probably the most significant development in the field of adult education is the establishment of seven open forums in the city. Through these opportunities, citizens, voters and taxpayers come together weekly, under trained leadership, to discuss social, civic and economic problems of the day, and to promote general social intelligence and understanding.

*A Co-ordinated Recreation Plan*

San Diego is one of the few cities in the country where a completely co-ordinated city and school recreational program is found. Through an agreement between the City Council and the Board of Education, a superintendent of city playgrounds and recreation, who is also director of physical education for the city schools, is employed jointly by the city and the schools.

Through this arrangement school playgrounds are made available for supervised community use during vacation and out-of-school hours, and a co-ordinated school and community recreational program is made possible. The School Board opens suitable playgrounds, gymnasiums and auditoriums for the recreational activities sponsored by the city. Supplies, additional equipment, and operation expense in connection with the program is carried by the city. A co-operative supervision of these activities begins on school grounds at the time the first children are being dismissed from school and in many places continues until 10 p.m. Athletic activities for young people occupy an important place in the program, but a rapidly growing use is being made of classrooms and auditoriums for recreational classes, dramatic productions and social activities.

The dual use of field and building facilities, the economy of administration, the continuity of programs between school and community activities, and the common understanding of policies and objectives represent the outstanding advantages of this co-operative recreational plan.

In carrying out its program the department works directly with the principal of each school in planning parties and recreational events contributing to the leisure-time needs of each community. The development of a series of supervised Saturday night dances for high school students at selected school centres is an example of one of the recent activities being developed co-operatively as a counter influence to night club attractions.

# *Pedagogical Pennings*

By R. L. HUNT

## No. 9—The Superintendent

WHY the superintendent or chief school executive? We are told that an executive is one who can make many decisions, with an occasional one correct. Others have merely said that a school superintendent is a necessary evil. This office seems necessary under the present set-up. The school affairs are placed in the hands of a board. The best board members, as a rule, are successful and busy business men. Hence, they select a superintendent to manage the affairs of the school according to the general policies adopted. The degree to which he meets with the approval of the patrons determines the prefixes added to his name.

A lad once said that the superintendent of schools is a "guy what busts into the room, disturbs the class, and rattles the teacher." Not such a good recommendation for the teacher—or the superintendent. Maybe this lad was a young practical philosopher.

Cubberley has placed the superintendent on a four-pegged stool (organizer, executive, supervisor, community leader). For a superintendent to be successful we may, therefore, conclude that he must be an able organizer, a cap-

able executive, a wise supervisor, and a respected community leader. Is there any wonder that school executives have an awed and evasive manner when questioned about their duties, numerous abilities, and accomplishments?

No doubt many educational, business, and professional crimes have been committed under the name of sound administration. But states are requiring more and better training for school executives, and we believe that the superintendents, as a rule, are a credit to the great business of education, notwithstanding the ideas of many teachers and patrons.

# *From a Schoolman's Diary*

By FRANCIS READ
A High School Principal

*Flexible Plans*

"Always plan your day carefully, but be ready to interrupt your work at any time," the late Dr. Augustus O. Thomas once said to me. I try to follow this advice, but so many unexpected things come up to upset my plans that there is a temptation to do little planning.

Today I planned to visit all the senior English classes. I got into about half of them but in each class the signal bell rang for me before I had been there many minutes.

Visits from parents, alumni, and salesmen, telephone calls of urgent nature, interviews with problem pupils, little breakdowns in the school machinery—these are some of the things that make havoc of a principal's plans.

Still I believe that Dr. Thomas was right. A principal who does not plan the day's work makes little progress. And a principal who is not ready to deal promptly with unexpected situations is inefficient and impractical.

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*Our School on Skates*

This is a great day for our young people, both little and big; we open our school skating rink. This afternoon hundreds of boys and girls from the high school and grades will be on the ice. They will bring their dollars for season tickets and their dimes for single admissions. They will wear their new sport clothes and try out their new skates. Some of the boys will have pucks and hockey sticks. Many parents will come to watch.

Our skating rink is opening its thirteenth season. It is on the athletic field near the school building. It is well lighted and supervised. A building is provided for warmth and checking.

No other feature of our activity program has won for the school so much commendation as our skating rink. Parents know that the children who are here on the ice are perfectly safe and that they are free from bad influence and molestation.

The rink is self-supporting. It takes about one thousand dollars each year to maintain the project and the money for season tickets and single admissions comes to about this amount.

It seems strange to me that all schools in the northern states do not maintain skating rinks. It would be hard to conceive a more valuable and useful enterprise.

**The educator shapes the future of democracy by building right ideals, habits, and attitudes into the lives of young citizens. The teacher holds the most sacred trust within the gift of society and is the maker of history. America will never rise higher than her teachers.—A. J. Stoddard, President, Department of Superintendence.**

WINSTON FLASHES

***EVENTS*** of far-reaching importance in the history of the world: 1436—Charles VII of France recovers Paris; 1536—Anne Boleyn beheaded; 1636—Founding of Harvard; 1736—Death of Fahrenheit, German physicist; 1836—Texas becomes independent of Mexico; 1936—Only time will tell.

***"PERHAPS*** this is the place for a literary note," comments Christopher Morley on page 60 of his recent book, "Hasta la Vista." "Just across from the railroad station in Colon is a book and stationery shop. The three most conspicuous volumes in the window were Aristotle's Works, a Winston dictionary, and an Oxford Press edition of Emerson's Poems." A score of enthusiastic owners of THE WINSTON SIMPLIFIED DICTIONARY pridefully forwarded to us this reference to "the modern authority."

***LIFE*** begins at—45.59 years. In a study to determine the age when the human intellect attains its greatest power, it was found that 940 famous American and British writers had their masterpieces published when they had reached this average age.

***RICH*** in plus values is the J. Russell Smith Single-Cycle Plus Geography Series. AMERICAN LANDS AND PEOPLES and FOREIGN LANDS AND PEOPLES comprise the single cycle, preceded by HOME FOLKS and WORLD FOLKS, and followed by OUR INDUSTRIAL WORLD, as the plus parts of the series. Other plus values include human-use approach, vivid style, modern activities, over 2,000 illustrations, and sturdy "Hercules" bindings.

***DURING*** colonial days, books which offended were publicly punished. One such case occurred in Boston in 1754 when the hangman, in the middle of King Street, burned a pamphlet which criticized a court.

***ALMOST*** unbelievable is the record of the modern language students at Cleveland, Ohio—only one failure in C. E. B. exams in seven years. And in various tests given to high schools all over the country, the Cleveland schools averaged 24, 30, 34, 55, 87, 90, and 92 per cent above the United States median. Textbooks based on the Cleveland Plan are available in French and Spanish—write for information.

***PREPARING*** for your second-semester needs? Remember Simpson's PLANE TRIGONOMETRY AND LOGARITHMS—the most practical trigonometry ever written, and the most teachable, particularly for high schools.

***THAT*** only white people comprise the Caucasian race is a general belief, but about 40 per cent of it is not white. Such Caucasians as pure-blooded Abyssinians (Ethiopians) have skin as black as any Negro tribe on earth.

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CHICAGO ATLANTA DALLAS SAN FRANCISCO

# Reader Viewpoints

### Be Kind to Applicants

Each year, hundreds of young men and women are graduating from colleges and normal schools having done good work and having achieved high rank. They are eager and enthusiastic to go on to practice the things which they have learned in school. Then they come up against the blank wall embodied in the reply to their application for a position, "No vacancies in our school system."

School superintendents cannot assign positions which they do not have available, but they can help out the situation, at least morally, by the way in which they meet the application. I recently heard of a superintendent who met the personal application of a brilliant graduate in a way that resulted in discouragement and grief to the young teacher who was eager to get some little place where she might have a chance to begin. He delivered the old-time opinion that there is always work for any one who goes after it persistently, insinuating that the young person must be very dilatory and lacking in backbone not to have secured something long before. If that superintendent suddenly should find himself without a position, he would find that the theory of 1905 does not hold good in 1935.

My observation is that the very busiest school superintendents are likely to be the kindest in sparing a few moments of their time to the young applicant, whom they cannot perhaps place but whom they can send out of their office with a feeling that she is not a total failure.

The same thing applies to the answering of a written application.

Perhaps the busy superintendent could find no better contribution to the work he is doing on committees for the Youth Movement and to the speeches which he is compiling about present-day problems of young people than to begin by doing his part to keep up the morale of these young graduates.

*FLORENCE HALE*
*Editor*
*Grade Teacher*

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### Indoctrinate!

Educators, economists and statesmen are making a raid on constructive indoctrination in the schools. This is partly because raids are the vogue and partly because debunking offers a new angle for writers and lecturers. The tobacco, liquor and munition interests oppose indoctrination because of its adverse effect upon their business. Communists oppose it because it fortifies the Constitution and the American system. These interests would strongly support indoctrination if the schools would teach the beauty, the dignity, the culture of smoking, drinking, warfare and the overthrow of existing government and religion. Altruistic motives and the common good are foreign, even inimical, to modern philosophy.

Society must agree upon two or three integrating principles; it must rally around some common ideas or fall. The Constitution is not perfect—nothing is—neither is it hidebound. It is dynamic, alive, growing. It has adapted itself to change—it provided for the freedom of the negro, for control of interstate commerce, direct election of senators, and woman suffrage. There is no basic reason that it cannot thoughtfully be adapted to the continued unfoldment of the nation. The Constitution protects Americans against the tyrannies of radical and self-centred officials; it is the bulwark of society, the epitome of democracy, the cornerstone of the republic. An outstanding duty of the schools is to teach respect for the Constitution, the Supreme Court, law, religion, objective morality and everything else that common sense tells us is good for people. The development of constructive ideals and attitudes is elemental to national stamina and happiness.

*BYRON C. KIRBY*
*Principal*
*Oliver Platoon School*
*South Bend, Indiana*

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### Truth Seekers Needed

The good citizen is not stampeded by rosy claims or euphonious slogans, but subjects them to a critical analysis which will disclose either their logical soundness or their fallacy.

If ever there was need for such critical thinking, it is in this day when from platform, press and radio we are assailed by extravagant advertising and by fantastic schemes, political, financial, or social. While logical conclusions do not guarantee correct conduct, they promote it enormously, for even the criminal will, to himself, usually be able to justify his acts. Therefore, one of the most effective things the schools can do to promote good citizenship is to train students to a habit of seeking truth and of refusing to be satisfied with less.

*WILLIAM T. DARLING*
*Superintendent of Schools*
*Wauwatosa, Wisconsin*

## "Let's have another health lesson soon, please!" say the children who are using the superb new HEALTH AND GROWTH SERIES

**Teachers declare that these books make children's interest in health lessons so keen that teaching is effortless.**

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### Charters—Smiley—Strang

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# Book Reviews

## Keys to Music

THREE-BOOK SERIES, BOOKS OF SONGS, Book one, Book two, Book three, and Manual. By Robert Foresman. Cloth. New York, Cincinnati, Chicago, Boston, Atlanta: American Book Company.

These three "Books of Songs" supply suitably graded material for the teaching of vocal music in grades three to eight or nine. Book I is for grades three and four; Book II is for five and six; Book III for the upper grades or junior high school.

The books are accompanied by an ably prepared Manual which should greatly assist the teacher in making the music period an avenue to the growing appreciation of music and for the cultivation of musical taste as well as facility in reading notes and lifting the voice in joyous song.

The selection of classical and folk songs in Book III is such as to insure pleasure as well as worthwhile attainment. The material in the preceding books of the series is equally well chosen and adapted to the purposes of cultural enrichment which now make music so vital a part of the school curriculum.

The expanding concept of musical education is admirably met in this attractive Foresman trilogy.

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## Today's Teacher

THE TEACHER IN MODERN EDUCATION, A Guide to Professional Problems and Administrative Responsibilities. By Alfred Victor Overn, Professor of Education, University of North Dakota. 374 pages. New York: D. Appleton-Century Company, Inc.

The earlier concept of a teacher as one who held a book and heard recitations when not engaged in flogging unruly youths or otherwise struggling to maintain a rigid discipline over the group—is chiefly a memory today, as the truer function of the teacher as a guide and motivator emerges.

"The Teacher in Modern Education" reflects the sound thinking of a modern teacher, Dr. A. V. Overn, of the University of North Dakota. Here we find the teacher considered with respect to his immediate tasks of the classroom and with respect to the administration of the school. But the school is only a part of the community, and the teacher has duties to the community and to the homes from which the pupils come. There are special duties in relation to maladjusted children. And there are duties of professional growth and perchance of scholarly contributions to the field of knowledge.

It is the teacher in all relations and responsibilities that Dr. Overn discusses in this concise yet comprehensive volume. It deserves wide circulation among present and prospective teachers.

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## Roosevelt Reviewed

THE NEW DEAL. An Impartial History of the Roosevelt Administration. By Gertrude Van Duyn Southworth and John Van Duyn Southworth. Syracuse, New York, Chicago, Atlanta, Dallas: Iroquois Publishing Company, Inc.

This pamphlet on *The New Deal* offers as clear, concise, and at the same time comprehensive a review of the acts of the Roosevelt administration as we have yet seen.

Not only are the multitude of mystic initials decoded, but many unalphabetized efforts at recovery and reform are noted and described. Free from any apparent bias, this book might well be read by every citizen before the political spellbinders commence to hypnotize him with their pre-election oratory.

This little handbook is a supplement to the larger book, "The Thirteen American Colonies," by the same authors, but is quite independent of that volume and suitable for individual reading or for use in classes studying current problems.

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## Educational Backgrounds

OLD-TIME SCHOOLS AND SCHOOL BOOKS. By Clifton Johnson. Reprinted 1935. 381 pages, cloth. New York: Peter Smith.

Most of the discouragement over the American public schools comes from the lack of perspective. If only one looks far enough into the past, improvement becomes marked and unmistakable.

In "Old-Time Schools and School Books," Clifton Johnson has brought together a wealth of interesting historic material. Beginnings of education in America were indeed faulty and crude. The author has evidently taken keen delight in gathering and presenting the documentary testimonials of this fact. His treatment of the subject is entertaining as well as informative. The book is far from painful reading. And its illustrations are so abundant and so striking as to add enormously to the vivid interest of the narrative. No pains have been spared, apparently, to obtain visual reproductions of things which would bring to life the bygone period of American frontier schooling. And to the thoughtful reader there is much to admire in what not only our educators but our authors and publishers of school texts have at length evolved from such beginnings.

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## High School English

SPEAK! READ! WRITE! By Elizabeth Crowe Hannum. Boston: Little, Brown and Company.

This basal textbook for the first two years of senior high school bids fair to command attention, not only because it is a prize-winning book—nor even despite that fact! — but because of its evident freshness of approach to a truly difficult task.

It is addressed to the learner in a language he can understand. It sets up the many problems of expression in a way to challenge the student. It makes no false attempt to conceal the fact that it is dealing with rhetoric or grammar when these subjects are presented—for the presentation is first shown to have a bearing upon the solution of important problems facing those who would speak or write or even read with success.

Development of creative ability and the power to think are clear objectives at every turn. Suggested exercises are varied in nature and theme to suit individual differences in experience or background. The book is so nearly a companion and guide to the learner and so constant a stimulus to his own efforts and self-criticism, as to relieve the teacher from considerable drudgery.

The illustrations are in a fashion the student may be presumed to like — namely, that of the comic section of the newspaper.

This text will have its appeal to those who are seeking something different.

## Winshipisms

**"The cause of education always suffers when there is an education tempest started by political schemers."**

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**"Appreciation is a social, religious, educational force and can be utilized as soil, moisture, and sunlight can be in crop raising."**

•

**"A teacher who appreciates a child actually imparts to him a tonic."**

# The News Digest
## OF EDUCATION

## Standards Down
### Raps Colleges That "Recruit" Low Grade Students

NEW YORK. — Standards of higher education have been lowered through the efforts of colleges to maintain the size of their student bodies at pre-depression levels, Frank Bowles, acting director of admissions in Columbia University, asserted in his annual report to the trustees of the university. Mr. Bowles criticized the "recruiting" of high school graduates on a "commission basis" by field agents, high school teachers, and alumni of colleges. The scholarship, he added, no longer was used primarily as a reward for merit, but to help needy students and stimulate enrollment. Degrees of institutions that enroll and graduate students who finished in the lowest quarter of their secondary school classes, in his opinion, "no longer have the value they once had."

## President Says Federal Aid To Schools Will Be Curtailed

WASHINGTON. — A Presidential warning that the proposed reduction of Federal expenditures necessarily would be reflected in curtailed aid to schools was delivered to State Commissioners of Education recently. President Roosevelt expressed his view to the Commissioners who gathered in his office to talk over a unified program of school aid.

In his brief extemporaneous talk the President had a word of praise for the late Senator Huey P. Long, of Louisiana, critic of much of the New Deal's policy of government. He said that Mr. Long has provided for the teaching of adults to read and write, terming this one of the reasons for the Louisianan's popularity in his home state.

The President said he had instructed that relief funds be used for educational purposes and that he had noted 43,000 teachers had been employed in the emergency program, most of them presumably from relief rolls. In 1934, he said, $14,500,000 was spent to keep schools going in thirty-three states and this year $7,000,000 in sixteen states.

He agreed that the depression had hit education hard and that it would be a long pull to bring back proper standards.

Vierling Kersey, of California, was re-elected president of the council. Sidney B. Hall, of Virginia, was named vice-president, and Francis L. Bailey, of Vermont, secretary.

## Broken Up
### Student League Ordered Disbanded

CHICAGO.—The National Student League, a left-wing organization at the University of Chicago, was ordered disbanded as a result of alleged agitation against the National Youth Administration. William E. Scott, assistant dean, charged the organization with distributing erroneous circulars and with promising that the university would issue loans to needy students who had not received money from the N. Y. A. League members said they were protesting the administration's failure to supply funds to the students on time, but denied the dean's charges. A movement to obtain student control and possible reinstatement of their organization will be started, they said.

## Says Schools Costly
### Research Bureau Would Pare Expenditures in Boston

BOSTON.—The Municipal Research Bureau of Boston recently focused attention on the city's schools by declaring that they were costing too much money. Some of the major bureau charges were: 1—That although the number of pupils has declined, the number of teachers was increased. 2—That Bostonians pay 30 per cent more per capita for their schools than do citizens in any other major city of more than 500,000 population, except New York. 3—That the 1935 school budget exceeded that of 1926 by 19 per cent ($2,000,000). It recommended that if each teacher were to be given one more pupil, the number of teachers could be reduced by 125, thus saving the city $275,000 annually. Superintendent of Schools Patrick T. Campbell, agreeing with the bureau that a decline in the number of pupils had started in the elementary schools some nine years ago, and had begun to reach the high schools, added that the desire for more education, plus the depression, had increased the number of students attending high school during the last few years. He explained that it takes more expensive equipment and a greater number of teachers to care for high school pupils than for those in elementary schools.

## King's English
### Noted as Replacing French in Diplomacy

LONDON. — Considerable emphasis was laid by commentators in London newspapers recently on the fact that the King's English, with American and imperial variations thereof, has become the language of diplomacy. It was pointed out that all the speeches save one at the opening of the naval conference were delivered in English. The French spokesman alone replied in French, once the language of diplomacy. Of the voice of Norman H. Davis, chief of the American delegation, one paragrapher said: "No European associations can detract from the enunciation of Mr. Norman H. Davis, which remains the richest of Tennessee."

## Marriage Course
### Enrollment at Iowa Jumps 325 Per Cent

IOWA CITY, Iowa.—Enrollment for a course in "modern marriage" jumped 325 per cent over last year, Professor Moses Jung, of the University of Iowa, said recently. When the course was tried out last year under the title "Religion and Social Problems" forty students enrolled. This year the course, open to juniors and seniors only as "modern marriage," has been elected by 130 students, 60 per cent of the women students. University officials said they were apprehensive when Professor Jung suggested his idea for "dispelling sex bogies." They expressed fear that a frank discussion of the intimate relationship in marriage might be "too delicate a subject for a co-educational institution in a conservative state." "But," Professor Jung said, "students have found nothing embarrassing or objectionable in discussions designed to show them the way to happiness and successful marriage."

# J. G. Reardon Succeeds Smith As Bay State Education Head

BOSTON. — James G. Reardon, thirty-six years old, of Adams, Mass., was sworn into office as Commissioner of Education for Massachusetts on December 19, succeeding Dr. Payson Smith, whose term of office expired the first of that month.

Commissioner Reardon, a graduate of Boston College, has done graduate work at Boston University and Harvard University. He tutored in Greek at Boston College, and then became a teacher in East Bridgewater. Subsequently he became principal of the East Bridgewater High School and when the office of superintendent became vacant he was put in that place. Last June he became superintendent of schools in Adams, a town of about 13,000 population.

The appointment is for five years at an annual salary of $9,000, second highest salary paid to State department heads.

Dr. Smith had served in the post since 1917, being appointed by Governor McCall and reappointed three times since then. Prior to the expiration of his term in office, numerous organizations as well as individuals in and out of the profession had petitioned Governor Curley to retain Dr. Smith in office.

The day before Reardon's appointment the board of directors of the Massachusetts Teachers' Federation, at a special meeting, endorsed him 12 to 8. John L. Davoren, who introduced the resolution, is reported as saying Governor Curley "expected" such an endorsement. On November 16, 1935, the same board of directors adopted a resolution which expressed commendation and appreciation of Dr. Payson Smith's services as commissioner of education.

## New Library

### Mass. State Dedicates $238,000 Memorial Building

AMHERST, Mass. — Dedication of the new $238,000 Goodell Library took place here recently at the Massachusetts State College with Joseph L. Hills, class of 1881, dean of the college of agriculture, University of Vermont, eulogizing the memory of Dr. Henry Hill Goodell, first college librarian and president of the college from 1886 to 1904. President Hugh P. Baker was chairman of the exercises, which were attended by students and faculty.

## Midwest Accent

### Attacked and Defended In Phonetic Squabble

KANSAS CITY, Mo.—College professors are hustling to defend the midwest accent—likened to the whir of a vacuum cleaner by a Harvard educator —and scoff at the "nasal tricks" of New Englanders in the use of the English language. At Harvard University, of all places, they are making a study of accents. Professor Harry H. Hall "photographed" the voice of Professor Miles L. Hanley, of the University of Wisconsin, and classified his pronunciation of the letter "s" as "random noise." A vacuum cleaner gets the same rating. The test brought nothing but jeers from midwestern college professors. They defended their geographical accent as far more soothing to the ear than that of the "down easterner." Professor H. Miles Heberer, head of the public speaking department at Kansas State College, declared Kansas conversation is "considerably easier to understand generally than the speech of New Englanders."

## New Officers

### Teacher Training Group Pick Dr. Woodruff

BOSTON. — At the recent annual convention of the New England Teacher Training Association here Dr. Caroline S. Woodruff, principal of the State Normal School, Castleton, Vt., was elected president to succeed Charles M. Herlihy, of Fitchburg, Mass. Other officers elected were Dr. Herbert D. Welte, principal, Teachers College, New Britain, Conn., vice-president, and Dr. Charles Russell, president, Teachers College, Westfield, Conn., secretary-treasurer.

## 13 Chemists

### American Colleges With Scientist Presidents

PHILADELPHIA.—Thirteen American colleges at present have chemists as presidents, according to a compilation by Dr. William A. Hamor of the Mellon Institute of Industrial Research made public by the American Chemical Society. Nineteen other institutions of higher education were formerly headed by chemists who are now living, according to Dr. Hamor. The active college presidents who are chemists were listed as James Bryant Conant, Harvard; Katherine Blunt, Connecticut College; A. C. Willard, University of Illinois; J. L. Beeson, Georgia State College for Women; C. E. Brewer, Meredith College; J. C. Hessler, James Milliken University; R. M. Hughes, Iowa State College; H. L. Sawyer, Colby Junior College; J. A. Schaeffer, Franklin and Marshall College; H. E. Simmons, University of Akron; P. R. Stewart, Waynesburg College; C. H. Trowbridge, Weaver College, and G. H. Vande Bogart, Northern Montana College.

## Checks Lipstick

### Reporter Measures Amount Used by Girl Students

MADISON, Wis. — University of Wisconsin girl students use enough lipstick a year to paint "four good-sized barns." A reporter for the Daily Cardinal, student publication, said he had found this out by cajoling girl students into pressing their rouge-coated lips to a graph paper. Then he took the average lip coverage—.33 square inches—multiplied it by thirty-two, the average frequency of application a week, and multiplied the total by the number of weeks in the year. Result: Average annual coverage per girl student of .68 square feet. This times 2,875 (girl students) gives 27,800 feet. And that's "enough to cover the four barns," he calculated.

## Sofia Has Co-eds

### Near East College Seventy-five Years Old

SOFIA, Bulgaria. — The only co-educational college in the Near East is celebrating its seventy-fifth anniversary. For the past ten years, in spite of the traditions of the subjection of women left over from Turkish rule, boys and girls have been sitting side by side in the classrooms of the American College of Sofia. Before that the college existed as two separate schools, one for boys, the other for girls. The Bulgarian Government, through its Ministry of Education, co-operated with the American president, Floyd H. Black, in conducting the celebration. It was held in the National Theatre, which is reserved for state occasions.

## New High School

### Boulder Citizens Vote $300,000 Bond Issue

BOULDER, Colo. — Taxpayers recently voted bonds to the amount of $300,000 for a new high school building, with the Federal government supplementing this amount with a gift of $217,000. The vote was more than three to one in favor of the indebtedness. Collection of taxes in Boulder shows a distinct improvement, according to reports. Summer school attendance at the University of Colorado was large, and student enrollment this Fall indicates that the depression is gradually vanishing.

## Live Textbooks

### Second Contest Opens For Improved Volumes

BOSTON.—"As dry as a textbook" is a simile becoming rapidly less applicable as modern education throws off the archaic teaching shackles. But the entire impetus does not come from within the field itself. Just now, authorities in one or more of the fields of economics, civics, and sociology are considering the newly-offered prize of $4,000 for the best basal textbook or textbook series in the field of social studies for the senior in high school. Volumes co-ordinating two or more of the aforementioned subjects will be acceptable, announced Atlantic Monthly Press and Little, Brown & Company, joint donors of the prize. This is the second contest of its kind.

## More R. O. T. C.

WASHINGTON. — Protests against compulsory military training in colleges have attained large enough volume to be deemed worthy of comment by the Secretary of War. In his annual report Secretary Dern scored such protests as "based upon the fallacy that such training instills a spirit of militarism in the youth of America." At the last Armistice Day campus demonstrations against war, one of the four main issues urged by eight national student organizations was support of a bill to make entry into the Reserve Officers Training Corps optional instead of compulsory. The War Department appropriation for 1936 provides a million-dollar increase for extending R. O. T. C. units in public high schools and colleges. It is estimated that this will add from 30,000 to 60,000 students to the 148,000 now taking military training.

## Jersey May Swing Economy Axe On Teacher Training Schools

TRENTON, N. J.—Closing of some of New Jersey's normal schools may be recommended to the 1936 Legislature by the budget advisory committee, which is seeking to make funds available for emergency relief.

The State Department of Education has asked for an appropriation of $1,934,343 for the next fiscal year, an increase of $167,085 over the 1935 grant. Dr. Charles H. Elliott, commissioner of the department, said an increased enrollment at the six normal schools necessitated the increase, explaining that it costs the State $425 a student to operate the schools and that the student pays tuition of only $100.

Senator Lester H. Clee, of Newark, chairman of the committee, expressed the opinion that it is undesirable to maintain 3,100 students in these institutions "when so many teachers are out of work." To this Dr. Elliott replied that many teachers now unemployed always would be so because "for some reason or other" local boards of education regard them as undesirable.

*Chewing gum*

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## School of Government

### $2,000,000 Given Harvard For 13th Graduate School

CAMBRIDGE, Mass. — Lucius Nathan Littauer, New York manufacturer and former congressman, has presented Harvard University with $2,000,000 for the establishment of a graduate school of public administration. Mr. Littauer was graduated from Harvard in 1878. President James Bryant Conant, of Harvard, announced the appointment of a commission to make a comprehensive report on university education for public service to recommend plans for the organization of the new school. The commission will be headed by President Harold W. Dodds of Princeton University. The school will be the thirteenth graduate school at Harvard.

## College Freshmen

### More Respect Being Shown Them at Present

NEW BRITAIN, Conn.—Dr. Richard L. Wampler, instructor of psychology in the Teachers' College of Connecticut, told 120 first year students that leading colleges are beginning to respect the personality of freshmen, probably for the first time in the history of higher education. "A few years ago," Dr. Wampler said, "the college freshman was regarded as an object of rebuff and ridicule, a beginner without insight or the ability to reflect, but that attitude seems to be changing. As a result, there is some evidence that the college freshman is aiming at higher standards, and the strutting, show-off, kick-hunting age, which was nothing more than inferiority in disguise, is passing."

## To Aid Teachers

### Maine Paying $6 In Northern Towns

HOLTON, Me.—Teachers in northern Maine schools, some of whom have received a part of their pay the past few years in pumpkins and potatoes, now have the State coming to their assistance. Following a conference among representatives of sixty-one communities, Governor Brann, Commissioner of Education B. E. Packard and State Comptroller Runnels it was announced the State will pay each financially embarrassed town $6 a week toward the pay of each teacher. Efforts will be made to obtain a similar amount from the Federal Government, leaving to the individual town the problem of paying the difference between these grants and the teachers' normal pay. Providing educational facilities for Maine's depression-stricken communities is one of the State's most serious problems.

## CCC Teaches ABC

### 4,000 Learn to Read And Write in Year

WASHINGTON.—More than 4,000 young men, classed as illiterate when they enrolled in the Civilian Conservation Corps, were taught to read and write during the fiscal year ending June 30, 1935, Robert Fechner, director of Emergency Conservation Work, has announced. During the month of July, 1935, there were 7,369 illiterates in the conservation corps. Of this number a total of 5,406 were subsequently persuaded by educational advisers to attend classes. During the fiscal year which ended June 30, 1935, a total of 4,339 men who entered the CCC camps illiterate had been taught to read and write.

## Textbook Show

### World-wide Exhibit Planned in February

NEW YORK. — The American Institute of Graphic Arts has issued an invitation to publishers and designers of textbooks all over the world to take part in its exhibition under the general title of The Textbook of the Future, which will open at the National Arts Club here the first week in February. The exhibition will include more than 500 examples of textbooks from eighteen foreign countries and many contemporary designers in the United States. To make the domestic contribution more noteworthy, the institute invites each designer and publisher to submit a project or projects of textbooks for classroom use. No restrictions will be made regarding text, size, illustrations or method of printing.

## War Cuts Schooling

### Italian Pupils Have Three Hour School Day

ROME.—War has its bright spots for Italy's 5,000,000 grade school children for they are now on a three-hour day. All have become "10 o'clock scholars." School starts at 10 A. M. and is out at 1 P. M., replacing the previous 8:30 to 1:30 hours. All the poor pupils are getting free hot soup for lunch, as usual, but not much heat, because the hours were shortened to save coal—needed for Italy's war.

## El Paso Facts

EL PASO, Tex.—Mrs. Florence B. Foust, secretary to School Superintendent A. H. Hughey, has put the finishing touches on her "encyclopedia" of school personnel, which shows, among other things, that the net increase in teachers' salaries this year was $24,223. The total sum set aside for teachers' salaries this year is $759,065, not counting $13,350 for night school, vocational school, summer school, and substitutes. The average classroom teacher in the grade schools of El Paso receives $1,097 for nine months' work. The average high school teacher gets $1,311.72. There are 20,131 pupils in the system and 650 employes. The per capita cost of educating grade school pupils is $30.75, compared with $29.75 last year. A two-and-a-half per cent salary increase accounts for most of the difference. The per capita cost at El Paso High School is $59.79, at Austin High, $56.75, and at Bowie, $59.33.

## "Messiah" Banned in Schools; Held Sectarian by Education Board

MOUNT VERNON, N.Y.—Handel's "Messiah," composed in 1741 and generally recognized as one of the world's finest oratorios, was not sung in the auditorium of Washington Junior High School by the Mount Vernon Choral Society in a proposed Christmas songfest because the Board of Education regarded it as "sectarian." Edgar Fowlston, director of the society, said that he received instructions to this effect from Dr. William H. Holmes, superintendent of schools.

Announcement of the school board's attitude caused consternation among the residents. Dr. Holmes said the ruling must stand as decisions of the State Education Department are emphatic on the point that school buildings must not be used for sectarian, religious, or partisan programs.

In answer to the statement that the new school auditorium, known locally as the Wood Auditorium, was built "extra large" for just such occasions as the contemplated programs, Dr. Holmes said: "It was built for all the people, not any one group. Since it is a school building it must be governed by the State law," he added.

Although Mr. Fowlston declared his society had sung the "Messiah" in the same auditorium on February 19, 1935, and in the high school auditorium on November, 1928, Dr. Holmes denied the school board had changed its policy.

# Ohio Legion Plans "Model State" For High School Boys Next June

COLUMBUS, O.—The Ohio department of the American Legion, taking a cue from student governments in schools and colleges, made plans recently to teach practical government to between 5,000 and 10,000 high school boys in a "model state."

The project, the latest step in the Legion program of combating un-American and radical teachings, would be realized in a camp on the state fairgrounds. State, county, and municipal government units would be set up. The boys would elect their own officers.

The encampment would be held just after school closes late in June and would last for ten days under present plans. All boys of high school age would be eligible.

William S. Konold, of Warren, chairman of the state Legion committee in charge of preliminary arrangements, said he would ask Legion posts, Kiwanis, Rotary, and Lions clubs throughout Ohio to pay the camp and travel expenses of boys desiring to attend.

"We propose," said Milton D. Campbell, Ohio Legion commander, "to teach the youths ideals of constructive government as against destructive government by allowing them to set up their own self-governing bodies patterned after local and state governments."

## Dog Laundry

NEW YORK. — Robert H. Burke, a Columbia University student, has opened a "dog laundry" in a novel effort to pay for his studies. For fifty cents Mr. Burke will call for your dog, whisk it away to the "cleanery," give it a bath and return it, immaculate. He finds it a "lucrative proposition." "Nobody likes to wash dogs," he said. "Now, if I can get ten dogs a day to work on, by charging fifty cents a dog, I can clean up $5 worth of clear profit for a little expense for soap."

## Maggie Retires

### Hangs Up Duster At Worcester Academy

WORCESTER, Mass. — Miss Margaret Brennan—Maggie for fifty years to Worcester Academy boys — retired recently, her dusting and bed-making done. The academy, through Headmaster Harold H. Wade, announced that as long as she lives she will have a home in her own room at the academy and the best of care. Maggie ruled her "dorms" with dust cloth and an iron hand. She was only a maid but she held the affection of "my boys" to a remarkable extent. A recent gathering of academy graduates at New York, for instance, found the entire 160 sending her a joint message.

## Universities Harassed

NEW YORK. — The tendency of government taxation to suppress private benevolence and the increasing disposition of pressure groups to harass higher education are two of the chief difficulties now confronting American universities, Dr. Harry Woodburn Chase, chancellor of New York University, declared in his annual report to the council. The report, Dr. Chase's second since he assumed administrative control of New York University in July, 1933, is prefaced by commentaries on "University Finance" and "University Freedom." "The answer to current financial difficulties of universities lies," he said, "in increasing the number and variety of sources of income rather than in the introduction of further internal economies which have already been pursued to dangerous points."

## Cambridge Union

CAMBRIDGE, Mass. — The Cambridge Union of University Teachers, affiliated with the American Federation of Teachers, and through that with the American Federation of Labor, held its inaugural meeting recently at the Harvard Faculty Club. A group of about forty faculty members from Harvard University and Massachusetts Institute of Technology were present. At the meeting the members adopted a statement of their general objectives, the main point of which was that "goodwill" will be the only weapon used against curtailment of academic freedom. The following officers were elected: J. Raymond Walsh, Harvard instructor in economics, president; F. O. Matthiessen, Harvard associate professor of history, vice president; and Albert S. Coolidge, Max Lerner, Kirtley F. Mather, David W. Prall, and Alan R. Sweezy, of Harvard, and Lincoln Fairley, of M. I. T., executive board.

## N. C. T. E. Picks Hub

BOSTON.—The National Council of Teachers of English have accepted an invitation of Governor Curley to hold their 1936 convention in Boston. The acceptance was contained in a letter received by the Governor from Charles S. Thomas, of the Graduate School of Education, Harvard University. The council has a membership of 5,000. The date of the convention was not set.


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# Among the Schools

## High School Pupils Now Taking Lessons in Safe Motor Driving

TRENTON, N. J.—Many educators now believe that teaching good automobile driving is a new responsibility of the high schools. A year ago New Hampshire inaugurated courses in good driving in fifty-seven high schools; this year the number is above seventy.

New Jersey now has fifty schools giving instruction and is allowing credit for this work. Minnesota has a Statewide program with many thousands of students enrolled. Pennsylvania has just issued a new syilabus, "A Course of Study in Highway Safety," which will undoubtedly increase the number of schools offering courses in that State.

Delaware and the District of Columbia have approved courses. Massachusetts, Connecticut, Michigan, and Wisconsin are now organizing this work.

In New York City, under the leadership of the Superintendent of Schools, Harold G. Campbell, a group of 140 high school teachers have been enrolled in a teacher training course in preparation for giving instruction in high schools.

Bergen County, N. J., has seventeen high schools out of a total of twenty-one offering instruction according to the New Jersey Course of Study. Both boys and girls are enrolled from junior and senior classes. The group is directed by a local teacher or principal aided by inspectors from the Motor Vehicle Department, by police, and by officials of the Bergen County Safety Council.

## Pupils Cook

### Prepare Own Meals In Auburn School

AUBURN, Maine.—In the Walton School the domestic science class gets the chance to prove whether the instruction is practical or not, and, the proof of the pudding being in the eating, the pupils vote that it is just about the best course in the school. Nearly 150 children stay at the school for their lunch, and the principal, Galen I. Veayo, reasons that a hot dish, served at a nominal price, might be welcomed by some of the pupils coming from a distance, so last year he organized a cafeteria service which was so successful that it is being carried on this year on a larger scale. The girls in the class do the buying and go to school early to prepare the meals each day.

## Mayor Resigns

### Tiff Over School Funds Angers Executive and Council

MULBERRY, Kan.—Mayor G. H. Gilbert and City Councilman John Gaunce resigned recently and seven other councilmen threatened to do so after a strike by nearly 600 students protesting nonpayment of teachers' salaries. The students demonstrated after the council rejected a proposal that the council pay $2,000 to the school board for an abandoned building to furnish the needed funds. After the protest the council reconsidered and ordered an ordinance for the purchase prepared. "If we take this $2,000 fund to buy the building," said City Clerk Newt Marion, "we cannot meet a $2,200 bond payment due in March and the city will be bankrupt."

## Ban Books

### Boston Removes Two Volumes from School List

BOSTON. — Rudyard Kipling's famous tale, "Captain Courageous," a classic for more than a generation and around which a motion picture is now being filmed, has been deemed unfit for Boston school children to read. The Boston school committee turned thumbs down on the book recently after it had considered protests from members of the Boston Negro population who objected to certain passages in the story. The book was ordered stricken from the list of required reading from the seventh to tenth grade. In addition the "History of American Progress," by Waddy Thompson, which has been used as a textbook, also was ordered removed because of the same protest.

## Schools Close

### Chicopee Funds Run Short Before Year Ends

CHICOPEE, Mass. — The Chicopee public schools closed for the last thirteen days of December as a result of a lack of funds. The closing, which followed a similar shutdown the previous year, resulted from a budget controversy between Mayor O'Neil Deroy and the city school committee, with the Mayor exercising his authority to keep the amount allotted below that deemed necessary by the board for a full year's program. The school board made a 1935 budget request of $629,471. The Mayor cut this to $565,000, which figure he sent to the aldermen. They, having no right to increase the budget figures, approved it. The school board ordered the temporary school closing on the grounds that the sum allotted did not permit a full year's operation.

## Study Hawaiian

### Course Proves Popular Among Students in Honolulu

HONOLULU.—"I want to learn to speak Hawaiian," have said 100 students of the University of Hawaii. Although English has been the universal language of Hawaii for about a century, the Hawaiian tongue is still used by many thousands. Political rallies exhibit it, popular songs make use of it, and the beach boys at Waikiki speak it for the entertainment of visitors. The university is conducting first, second, and third-year classes in Hawaiian. The instructor is the Rev. Henry P. Judd, brother of former Governor Lawrence M. Judd, and newly appointed professor of Hawaiian language and history at the university.


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## Landmark Goes
### "Monkey Trial" School Razed in Dayton

DAYTON, Tenn.—The old red brick schoolhouse in which John Thomas Scopes taught the theory of evolution and precipitated the famous "monkey trial" of 1925 has been torn down in the natural evolution of the local school system.

## Murals Removed
### Held "Unhealthy" by Buffalo Authorities

BUFFALO, N. Y. — A mural on sources of American music, painted in a Buffalo high school as a WPA art project, has shocked city school authorities and has been ordered removed as "unhealthy for young minds." The paintings were criticized as "lacking spiritual content and historical significance and sordid in expression." One of those who objected to the paintings called them "ugly caricatures." Most of the figures are squat, heavily-muscled and coarse-featured.


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# Meet These Contributors

WILL C. CRAWFORD (page 14) has been Superintendent of City Schools, San Diego, California, since 1934. Born of missionary parents, he has had world wide educational interest and experience. A graduate of Pomona College, in California, and of Teachers College, Columbia University, he has served as general superintendent of a Chautauqua company, World War aviator, principal of a high school in Singapore, and superintendent of public instruction for the Territory of Hawaii.

CHARLES CARROLL (*"One Up on the Politicians,"* page 8) is Chief of the Division of Promotion and Supervision in the State Department of Education, Rhode Island. He is a native son of Rhode Island; has been assistant to the Commissioner of Education for the past twenty years. He is a graduate of Harvard Law School, and is author of "School Law of Rhode Island," a history of the State, and the Rhode Island State Song.

LEONARD S. KENWORTHY (*"Famous American Immigrants,"* page 9) is assistant to the headmaster at the Friends' Select School, Philadelphia, Pa. He was the winner of the Van Loon Essay Contest for North America in 1931.

FREDERICK L. PATRY (*"Points in Preventive Psychiatry,"* page 11) has been psychiatrist in the University of the State of New York since 1931. He is a member of the Johns Hopkins Medical Association; consulting psychiatrist at Potts Memorial Hospital, Albany; Clinical Assistant at Albany Hospital; member of national and international medical associations; author and co-author of several books on mental hygiene.


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## *Where Clubs Are Trumps*

(Continued from Page 13)

ing out cards with red stars on them. It develops that the pupils of this club are reading books from the school library, and listing, summarizing, and appraising each book read. Five stars are placed on books which are particularly interesting and valuable, four stars on those which are interesting and worth while, and so on down the scale to the single star books which have failed to arouse enthusiasm. In quick succession we visit the Block Printers, The Marionettes, The Librarians, The Knitters, The Scrapbook Club, The Photographers, The Archery Club, The Press Club, The Girls Sport Club, The Music Lovers, The Drama Club, and in every case we see groups of happy youngsters engaged in purposeful, recreational activity. They are developing interesting and worthwhile hobbies, and will not be at loss to spend their leisure hours profitably and wholesomely.

Other principles have been listed, but they are minor considerations in comparison with those discussed in the two preceding paragraphs. Keeping the materials in the club room gives assurance that every child will be able to keep busy. No club should be allowed to continue if it is unsuccessful for more than six weeks. There is such a large number of available clubs which will work that it is a waste of time to bother with a club which is not functioning satisfactorily. A comparatively brief club period is desirable in view of the fact that it is better to discontinue while interest is high than allow it to lag. The reason for voluntary membership, guidance in choice of clubs, and opportunity for transfer should be obvious.

It is the opinion of the writer, supported by approximately ten years of experience, that the club program in any junior high school can be made to function successfully if the principles outlined in this discussion are followed.

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# *Grins Between Grinds*

### Swanky

"Anne Mae," said the mistress of the house, finally giving way to curiosity, "I notice you have been taking our empty grapefruit hulls home with you. What do you do with them?"

The Negro maid looked up at her mistress with a sheepish grin. "Yes'um," she admitted, "I'se been carrying 'em home. I'se think they make my garbage look so stylish."

• •

### Might Do It

"Can you tell me how to wash spinach so as to get all the sand out of it?"

"Sure. Tie it on the end of a fishpole and hold it under Niagara Falls."

• •

### New Deal Monopoly

The theatre managers complain that on nights when they hang out the S. R. O. sign they are bothered by a lot of people who come in and apply for Government loans.

• •

### Data Needed

Visitor—"If your mother gave you a large apple and a small one and told you to divide with your brother, which apple would you give him?"

Johnny—"D'ye mean me big brother or me little one?"

• •

### In the Dark

Prison Inspector—"What work do convicts do when they are in the dark punishment cell?"

Warden—"None at all."

Inspector—"Disgraceful state of affairs. From today onward they must develop photographs."

• •

### A Common Fever

The champion athlete, in bed with a cold, was told that he had a temperature.

"How high is it, doctor?" he wanted to know.

"A hundred and one."

"What's the world's record, Doc? Do you think I can beat it?

• •

### Important

The father was reading the school report which had just been handed to him by his son. His brow was wrathful as he read: "English, poor; French, weak; mathematics, fair," and he gave a glance of disgust at the quaking lad.

"Well, dad," said the son, "I know it is not as good as it might be, but have you seen that?' And he pointed to the next line, which read: "Health, excellent."

• •

### Bare Facts

Sunday School Teacher — "Now, Percival, I wish you would tell me what you know about Elijah, the prophet, in as few words as possible."

Percival—"Well, there was a man named Elijah and he had some bears and he lived in a cave and some boys tormented him and he said if you keep on throwing stones at me I'll turn the bears on you and they'll eat you up, and they did, and he did, and the bears did."